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ABSTRACT

A proposal is presented for a Community College of Philadelphia course surveying basic social science skills and information, including scientific method, map usage, evolution, native peoples, social groups, and U.S. Government. Following a standard cover form, a statement of purpose for the course indicates that it is designed to provide nontraditional students with a base of common knowledge that will enhance their chances for success in traditional social science courses. Next, course goals and a course outline are presented. Finally, course level objectives and related intermediate performance objectives are presented. The six course level objectives indicate that the student will: (1) analyze science as a field of study, differentiating between scientific and nonscientific statements or problems, stating differences of scope and method between natural and social sciences, and identifying at least five types of social science readings; (2) name and identify continents, bodies of water, and mountain ranges; (3) analyze the universe in terms of its origins; geologic eras, periods, and epochs; origins of life; animal taxonomy; and evolutionary theory; (4) analyze the concept of culture as an explanatory device for human behavior; (5) analyze human social groups; and (6) describe institutions and procedures set forth in the U.S. Constitution. (LAL)

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SOCIAL SCIENCE: COURSE PROPOSAL

Charles (Gene) Cook

COMMUNITY COLLEGE OF PHILADELPHIA

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COMMUNITY COLLEGE OF PHILADELPHIA

COURSE PROPOSAL COVER FORM

Please use this cover form when submitting the entire course for approval. Attach the course design, objectives, and any other elements to this form.

Name of Proposal Writer Charles (Gene) Cook
Suggested Course Title Social Science Number 095
Related Program(s) Project II
Recommended Starting Date Spring 1980
Day X Evenings Weekends
Is it offered every semester? Yes X If no, state when.
Does this course replace another course? No X If yes, name course.

Department Name Social Sciences

Department Head Signature Date

Division Name Social and Behavioral Sciences and Human Service Careers

Division Director Signature Date

Provost Signature Date

Course Prerequisites Admission to Project II program at B-level
Is course open to all students meeting requirements? Yes X If no, please explain.

Limit On Class Size:
A. Contract 20
B. Laboratory Constraint
C. Clinical Constraint
Expected Enrollment:
Special Costs involved in offering course (itemize) none

Credit Hours 3 Lecture Hours 3
Laboratory Hours Clinical Hours
Career General Education Support

Catalog Description

This is a survey course in the social sciences covering basic skills and information of geography, anthropology, sociology, and political science: scientific method, map usage, evolution, native peoples, social groups, and U.S. Government.

Social Science

Statement of Purpose

College teachers and text books written for college courses assume that college students bring with them to their courses of study a certain proficiency in general knowledge about the world, humanity, and social phenomena. Upon this assumed base of common knowledge, the traditional college course attempts to build an increment. My experience in teaching nontraditional students has made me aware that nontraditional students generally do not bring with them this assumed base of common knowledge. The proposed course serves two purposes. One is to make up for their deficiency in common knowledge, and in one course any success will be partial, by teaching them some of those things they should have learned earlier but did not, for whatever reasons. The other is to introduce them to some of the most elemental knowledge that is presented in college level courses in the social sciences. It is hoped that by early exposure to the basics of social science, and to a limited extent, science in general, that the student's chances for succeeding in traditional college courses will be enhanced.

Social Science

Goals

1. The student will understand the meaning of science, the scientific method, the distinction between the natural sciences and the social sciences, and the scope of the social sciences. (CLO #I)
2. The student will learn the names and locations of the continents of the world, major bodies of water and significant mountain ranges. (CLO #II)
3. The student will understand human beings as a natural species occurring in geological time and physical space. (CLO #III)
4. The student will become aware of the importance of custom and commonly held ideas and beliefs in understanding human behavior. (CLO #IV)
5. The student will understand significant social groups found in human society and how these groups function to make life as we know it possible. (CLO #V)
6. The student will become familiar with the basic institutions and procedures of government set forth in the U.S. Constitution. (CLO #VI)

Social Science

Course Outline

I. Science, a field of study (CLO #I)
   A. Scientific method
   B. Natural vs. social sciences
   C. The varieties of social science

II. The earth (CLO # II)
   A. Continents
   B. Bodies of water
   C. Mountain ranges
   D. Coordinates of latitude and longitude

III. Physical and biological background of human species (CLO # III)
   A. Origin of the universe
   B. Geological scale of time
   C. Origin of life
   D. Taxonomy
   E. Evolution
   F. Origins of human beings

Social Science

Course Outline (continued)

IV. The concept of culture (CLO # IV)

A. Definition of culture as learned, shared, and integrated behavior

B. Ethnocentrism vs. cultural relativity

C. Invention and diffusion

D. Effects of Western Culture upon nonliterate society

E. Nativistic movement

F. Cultural change

G. Cultural inconsistency and personal stress

V. Human social groups (CLO # V)

A. Statistical (aggregates) vs. social groups

B. A typology of groups

C. Roles

D. Social stratification

E. Caste system

F. Class culture

VI. U.S. Constitution Institution and Procedures (CLO #VI)

A. History of ratification

B. Branches of government

C. Powers of the states

D. Powers of the Federal government

E. Bill of Rights

Social Science

Course Outline (continued)

F. Amendment procedures

G. The amendments after the Bill of Rights

Bibliography

Beals, Ralph L.; Hoijer, Harry; and Beals, Alan R. An Introduction to Anthropology. Macmillan Publishing Co., Inc., 1977.

Burns, James MacGregor; Peltason, J.W.; and Cronin, Thomas E. Government by the People. 9th edition, National edition. Prentice-Hall, 1975.

Hebding, Daniel, and Glick, Leonard. Introduction to Sociology. Addison-Wesley, 1976.

Strahler, Arthur N. and Strahler, Alan H. Geography and Man's Environment. John Wiley & Son, 1977.

Course Level Objective

Course/Packet Name

Social Science

095

CLO Identification

I

The student will analyze science as a field of study. To be rated as acceptable, the student must: 1, differentiate between scientific statements or problems and non-scientific statements or problems; 2, state differences of scope and method between natural sciences and social sciences; and 3, identify at least five types of social science readings.

COURSE/~~PACKAGE~~ NAME Social Science 095

COURSE LEVEL OBJECTIVE # I

INTERMEDIATE PERFORMANCE OBJECTIVE # 1

Given any problem statement, the student will identify whether it is a scientific statement or a non-scientific statement.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/~~PACKAGE~~ NAME Social Science 095

COURSE LEVEL OBJECTIVE # I

INTERMEDIATE PERFORMANCE OBJECTIVE # 2

The student will state at least three differences of scope and at least three differences of method between the natural sciences and the social sciences.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # I

INTERMEDIATE PERFORMANCE OBJECTIVE # 3

Given any reading in social science literature, the student will identify the reading as: 1, physical anthropology; 2, cultural anthropology; 3, sociology; 4, geography; 5, political science; and 6, other.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

Course Level Objective

Course/Packet Name

Social Science

095

CLO Identification

II

The student will name and identify continents, bodies of water, and mountain ranges of earth, sometimes aided by being given coordinates of latitude and longitude.

COURSE/PACKAGE NAME Social Science 095

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE # 1

The student will name the seven continents of earth.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

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COURSE/~~PACKAGE~~ NAME Social Science 095

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE # 2

Given both a world map and globe, the student will identify each of the seven continents.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/[redacted] NAME Social Science 095

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE # 3

The student will name at least twelve bodies of water. To be rated as acceptable, the student must name the four oceans, each of the American Great Lakes, and the following four seas: 1, Mediterranean; 2, Red; 3, Baltic; and 4, Caribbean.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE # 4

Given both a world map and a globe, the student will identify at least twelve bodies of water. To be rated as acceptable, the identification must include the four oceans, each of the American Great Lakes, and the following four seas: 1, Mediterranean; 2, Red; 3, Baltic; and 4, Caribbean.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Social Science 095

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE # 5

The student will name at least five mountain ranges. To be rated as acceptable, the naming must include the following: 1, Rockies; 2, Andes; 3, Himalayas; 4, Urals; and 5, Alps.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE # 6

Given both a world map and a globe, the student will identify at least five mountain ranges. To be rated as acceptable, the identification must include the following: 1, Rockies; 2, Andes; 3, Himalayas; 4, Urals; and 5, Alps.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PACKET NAME Social Science 095

COURSE LEVEL OBJECTIVE # II

INTERMEDIATE PERFORMANCE OBJECTIVE # 7

Given a map of the world and the coordinates of longitude and latitude, the student will locate any place on earth.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

(OVER)

Course Level Objective

Course/Packet Name

Social Science

095

CLO Identification

III

The student will analyze our universe. To be rated as acceptable, the analysis must include: 1, a description of a scientific theory of its origin; 2, the names of the geologic Eras, Periods and Epochs of the Earth; 3, a description of a scientific theory on the origin of life; 4, a taxonomic description of at least 12 animals; 5, a definition of at least 5 evolutionary terms; and 6, a statement of a chronological order of animals that evolved into human beings, according to scientific theorists.

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE # 1

The student will describe a scientific theory on the origin of the universe. To be rated as acceptable, the student must state: 1, what the origin was; 2, the theorist(s) who explained that possibility; and 3, a sequence of events that led to today.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Social Science 095

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE # 2

The student will name in chronological order the geological Eras, Periods, and Epochs, naming in sequence the glacial stages of the Pleistocene Epoch and identifying at least 3 climatic events of other time units.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/[redacted] NAME Social Science 095

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE # 3

The student will describe a scientific theory on the origin of life. To be rated as acceptable, a majority of the constructs of the theory must be named in sequence and their interrelationships identified.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE # 4

The student will describe the following animals taxonomically: 1, bat; 2, cat; 3, chimpanzee; 4, horse; 5, human being; 6, rat; 7, whale; 8, bird; 9, fish; 10, toad; 11, turtle; and 12, kangaroo. To be rated as acceptable, the description must include: 1, the name of the order of the first seven above; 2, the name of the class of the next four above; 3, the name of the sub-class of the last animal; and 4, at least two reasons why each belong to the taxa to which they are assigned.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/~~PACKAGE~~ NAME Social Science 095

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE # 5

The student will define variation, "survival of the fittest," mutation, differential reproduction, and natural selection.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # III

INTERMEDIATE PERFORMANCE OBJECTIVE # 6

The student will name, in chronological order, at least eight types of organisms that evolved into modern human beings, beginning with the fish, according to scientific theorists. To be rated as acceptable, at least the following must be named in the same sequence: 1, fish (class); 2, amphibian (class); 3, reptile (class); 4, mammal (class); 5, australopithecine (family); 6, homo erectus (genus); 7, neanderthal (species); 8, modern human beings.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

Course Level Objective

Course/Packet Name

Social Science

095

CLO Identification

IV

The student will analyze the concept of culture as an explanatory device for human behavior. To be rated as acceptable, the analysis must include: 1, an analysis of at least 3 customs from Western culture; 2, a statement of at least one behavior from both an ethnocentric and a relativistic viewpoint; 3, an identification of the invention and diffusion of at least one Western cultural trait; 4, a description of possible effects of Western culture upon a non-literate society; 5, an analysis of at least one nativistic movement; 6, a naming of both a cultural change of the past and a prediction of a cultural change in the future; and 7, an identification of at least one way cultural inconsistency can cause psychological stress.

COURSE/PACKAGE NAME Social Science 095

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE # 1

The student will analyze at least 3 customs from Western culture. To be rated as acceptable, the analysis must include a description of the custom as (1) learned behavior, (2) shared with others, and (3) part of a larger cultural system

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/[redacted] NAME Social Science 095

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE # 2

Given a behavior taken from a culture foreign to Western culture, the student will state both an ethnocentric and a relativistic viewpoint of the given trait.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/~~PACKAGE~~ NAME Social Science 095

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE # 3

The student will identify an invention and diffusion of at least one trait from the cultural inventory of Western Culture.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE # 4

The student will describe at least three probable effects of Western Culture upon a nonliterate society. To be rated as acceptable, the identification must include: 1, a statement about a health effect; 2, a statement about an economic effect; 3, a statement about an effect on the society as a whole.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/[redacted] NAME Social Science 095

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE # 5

The student will analyze a history of at least one nativistic movement using Anthony Wallace's concept of revitalization.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/XXXXXXXNAME Social Science 095

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE # 6

The student will name an example of cultural change of the past and predict at least one cultural change in the future.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/~~PACKAGE~~ NAME Social Science 095

COURSE LEVEL OBJECTIVE # IV

INTERMEDIATE PERFORMANCE OBJECTIVE # 7

The student will identify at least one way cultural inconsistency could cause psychological stress.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

Course Level Objective

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CLO Identification

V

The student will analyze human social groups. To be rated as acceptable, the analysis must include: 1, the identification of groups as social or statistical; 2, the identification of at least 7 types of groups; 3, the identification of roles present in face-to-face social interactions; 4, a description of at least 5 social classes of the American class system; 5, a naming of ways that caste systems differ from class systems; 6, an identification of a caste system in time and space; and 7, an identification of values from at least 4 American classes.

COURSE/[redacted] NAME Social Science 095

COURSE LEVEL OBJECTIVE # V

INTERMEDIATE PERFORMANCE OBJECTIVE # 1

Given a description of any group, the student will identify the group as social or statistical.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # V

INTERMEDIATE PERFORMANCE OBJECTIVE # 2

Given a description of the following types of groups: primary group, secondary group, in group, out group, reference group, associations, peer group; the student will identify each according to type.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/[redacted] NAME Social Science 095

COURSE LEVEL OBJECTIVE # V

INTERMEDIATE PERFORMANCE OBJECTIVE # 3

Given an example of a face-to-face social interaction of not more than four persons, the student will identify the roles present in each person in that interaction.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/[redacted] NAME Social Science 095

COURSE LEVEL OBJECTIVE # V

INTERMEDIATE PERFORMANCE OBJECTIVE # 4

The student will describe at least five social classes of the American class system. To be rated as acceptable, the student must name each class and identify at least three characteristics of each class.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # V

INTERMEDIATE PERFORMANCE OBJECTIVE # 5

The student will name three ways that a caste system differs from a class system and identify a caste system in time and space.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PACKAGE NAME Social Science 095

COURSE LEVEL OBJECTIVE # V

INTERMEDIATE PERFORMANCE OBJECTIVE # 6

The student will identify at least three values of each of the following: American lower-, working-, middle-, and upper middle class culture.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

Course Level Objective

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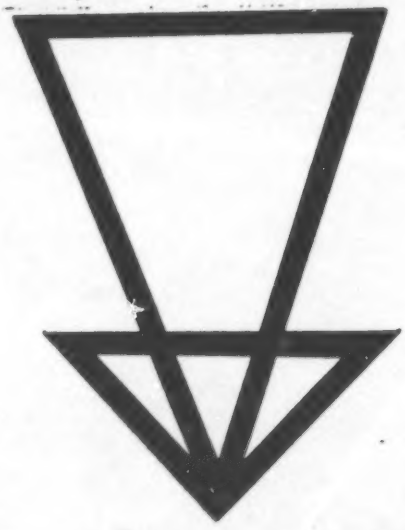

CLO Identification

VI

The student will describe institutions and procedures set forth in the U.S. Constitution which allow U.S. citizens to make decisions for themselves. To be rated as acceptable, the description must include: 1, a naming of at least 7 events that led to the ratification of the U.S. Constitution; 2, a description of the branches of the Federal Government (U.S.); 3, an analysis of Congress; 4, a naming of state powers and a naming of federal powers; 5, an identification of at least 7 behaviors that are protected or forbidden by the Bill of Rights; 6, a naming of both ways a proposed amendment to the U.S. Constitution can be approved; and 7, an identification of at least 7 behaviors that are protected or forbidden by amendments to the Constitution (after the Bill of Rights).

COURSE/~~[illegible]~~ NAME Social Science 095

COURSE LEVEL OBJECTIVE # VI

INTERMEDIATE PERFORMANCE OBJECTIVE # 1

The student will name in chronological order at least 7 events that led to the ratification of the U.S. Constitution.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # VI

INTERMEDIATE PERFORMANCE OBJECTIVE # 2

The student will describe the branches of the Federal government (U.S.). To be rated as acceptable, the description must include: 1, the name of each branch; 2, at least two functions of each branch; 3, at least one office of each branch; and 4, the name of at least one person in each branch presently holding an office.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # VI

INTERMEDIATE PERFORMANCE OBJECTIVE # 3

The student will analyze Congress. To be rated as acceptable, the analysis must include: 1, the name of both houses; 2, at least one type of legislation that must be originated only in each house; 3, a statement of what is necessary before a bill goes to the President for approval; 4, a statement of personal qualifications each congressperson must have before being allowed to sit in each house.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/~~PROGRAM~~ NAME Social Science 095

COURSE LEVEL OBJECTIVE # VI

INTERMEDIATE PERFORMANCE OBJECTIVE # 4

The student will name at least 3 powers that State governments have and at least 3 powers that the Federal government has.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/PROGRAM NAME Social Science 095

COURSE LEVEL OBJECTIVE # VI

INTERMEDIATE PERFORMANCE OBJECTIVE # 5

The student will identify at least seven behaviors that are protected or forbidden by the Bill of Rights.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

COURSE/~~PACKAGE~~ NAME Social Science 095

COURSE LEVEL OBJECTIVE # VI

INTERMEDIATE PERFORMANCE OBJECTIVE # 6

The student will name both ways a proposed amendment to the U.S. Constitution can be approved.

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

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COURSE/~~PROGRAM~~ NAME Social Science 095

COURSE LEVEL OBJECTIVE # VI

INTERMEDIATE PERFORMANCE OBJECTIVE # 7

The student will identify at least seven behaviors that are protected or forbidden by amendments to the Constitution (after the Bill of Rights).

NO.	STUDENT ACTIVITIES	MEDIA	METHOD
1.			
2.			
3.			
4.			
5.			

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